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ABSTRACT

The Early Childhood Education Project in 1969-70 maintained the same basic emphasis as in preceding years. The primary focus was on communication skill development and parental involvement. The results of this year's operation show evidence that the more treatment given pre-school-age children, the more positive the results will be. Project children attending all-day kindergarten classes performed significantly higher than those children in the traditional half-day classes on the "Metropolitan Reading Readiness Test." (Author)

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EARLY CHILDHOOD EDUCATION PROJECT

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ESEA, TITLE I
EARLY CHILDHOOD EDUCATION
Project Evaluation
1969-70

Introduction

Rationale. A consistent pattern of failure brought about by language and reading deficiencies in early childhood, lack of personal experiences, and low motivation have been shown to have a direct debilitating influence on the educational aspirations of older children. It follows, then, that if we are to pursue a path of preventative rather than crisis remediation, the earlier in a child's life we begin to enrich his educational program, the higher the rate of return we can expect from the educational program.

Experiences, in Cincinnati, as in other urban communities throughout the nation, have indicated that there is a need for concentrated efforts to provide an enriched environment, to improve language, to strengthen perceptual and auditory skills, and to develop the potential of the family as a unit in motivating the learning of children from disadvantaged areas.

Background. This project was based primarily upon the recommendations of the Program Development Committee on Early Childhood Education as well as the findings from the year-round and summer Head Start programs funded under O.E.O. In addition, research on the characteristics and learning styles of children from educationally deprived environments served to strengthen the proposed rationale.

Priority was given to children from low-income families and those families with apparent low achievement, since actual educational test data indicating educational deprivation is not feasible for this age group. Environmental and economic background and present living conditions of these families indicate a need for early intervention in the child's learning.

The project involves fourteen schools, thirty-three classes and approximately 500 pupils. The classes were in eligible E.S.E.A. Title I schools. All classes for pre-kindergarten children are one-half day in length, generally two sessions in each school. Enrollment in these classes is limited to 15-20 children per class.

Twelve of the twenty-one kindergarten classes received an all-day experience rather than the traditional one-half day session. Enrollment in these classes was limited to 20-25 children per class.

The project recognizes that young children residing in disadvantaged areas have multiple needs. Services were concentrated on these selected pupils to provide for nutritional, medical, dental, psychological and educational needs.

The following agencies will have representation on the Advisory Council:

Community Action Commission
Parent Advisory Council
Archdiocese of Cincinnati
Cincinnati Health Department (and related medical institutions as required)
Cincinnati Association for Education of Young Children (current president)
Cincinnati Family Service
University of Cincinnati, Department of Child Development
Community Chest Agency
Department of Health and Welfare, Children's Federation Council
Hamilton County Welfare

The Health Project funded under state funds was coordinated with the early childhood education project to provide for the health needs of these pupils.

A representative of the Community Action Commission and the Archciocese of Cincinnati met with the project developer to review the intent of the project.

Project Objectives

1. To provide a program to motivate the four, five or six-year-old child; to emphasize communication skills; to strengthen perceptual auditory skills; and to develop social learnings.

2. To help parents establish an immediate and future home environment conducive to the development of the potential of the family unit.

Project Services

Process. For those readers who are interested in a highly detailed process report, Appendix A should be examined at this point. The eight broad goals listed below are refined into many specific goals which are related to specific teacher activities that attempt to accomplish the stated objectives. Out thanks are due to Miss Betty Robinson, Coordinating Teacher of Early Childhood Education for the process report.

The eight goals delineated for children are:

1. To make an effective transition from home to school.

2. To develop self identity and view themselves as having competence and worth.

3. To live effectively with other children.

4. To strengthen physical skills.

5. To practice good health habits.

6. To develop language skills.

7. To sharpen visual perceptual skills.

8. To develop and extend concepts of the world around them.

Class Organization. Pre-Kindergarten classes consisted of fifteen to twenty children. Children attended classes five days a week for 2½ - 3 hours per day except when in-service meetings were scheduled. Morning sessions operated from 8:30 to 11:30; afternoon sessions from 1:00 to 3:30.

Each pre-kindergarten class was staffed with a full-time instructor and an instructor assistant. In addition, a language teacher spent approximately one day a week working with pupils in each center which provided a

ratio of one adult per five pupils for at least one session a week. Other supportive services included a psychologist, psychiatrist, social worker and parent education leader. Volunteers were also used in the project.

All-day kindergarten classes consisted of 20-25 children. Children attended classes five days a week for a total of 25 hours per week except in alternate weeks which had a half-day set aside for staff planning and conferences. Children attended classes 23 hours during those weeks. Generally half-day kindergarten morning sessions operated from 9:00 to 11:45; afternoon sessions from 12:45 to 3:30. In those schools where all-day kindergarten classes were scheduled, the morning sessions were funded under local funds, but extended in the afternoon under ESEA, Title I.

Each kindergarten class was staffed with a full-time teacher and a teacher aide. Teachers were funded half-time by the Board of Education and half-time under Title I to accommodate the full-day program. The aide was funded full-time under Title I. In addition, a media resource teacher, locally funded, worked with these children on a scheduled basis to provide educational and enrichment experiences in the Resource Center. Other supportive services were provided under the regular school program.

Language Program. Two teachers with special abilities in the field of language arts worked in the project. They worked with individuals or small groups of pre-kindergarten children in the areas described below:

> A planned block of time was scheduled to provide opportunities for pupils to communicate with others through discussions, planning and evaluation. During this activity and others which follow, the language teacher observed speech patterns and errors and consulted with personnel in Special Education, Cincinnati Public Schools, for assistance in correcting these errors which were not organic.
>
> In addition, pupils had the opportunity to discuss experiences and share knowledge and information. Through these activities, they developed new concepts; extended known learning, and increased their vocabulary. Through individual and small group sessions, the language teacher made extensive notes of strengths and weaknesses which were reviewed with project staff later. The language program was dropped from the project for 1970-71, however.

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Parent Program. Thirty-three families of pre-kindergarten children enrolled in the project had instruction. These families were selected in terms of educational need, (particularly language needs) number of children three years old or younger in the family, parental acceptance of the home instruction concept, and willingness to become involved in the program.

The language teacher tried to work in the home with parents and with young children on a regularly scheduled basis. Her primary goals were:

1. Developing perceptual and auditory skills of the young child through planned activities such as nursery rhymes, stories, jingles, finger plays.

2. Serving as a good speech model for the young child just acquiring speech.

3. Developing parental talents in providing young children with an environment conducive to learning.

4. Helping parents to understand characteristics and needs of their young.

Inservice Training. Inservice training was continuous throughout the year for both teachers and aides in order to insure professional growth and increasingly effective performance. Major components of the inservice program included:

A. Pre-Kindergarten

1. A two-day orientation during the beginning of the program for all personnel new to the Cincinnati Public Schools' pre-kindergarten program. The orientation included workshops, discussions, and meetings conducted by staff and qualified consultants as necessary. The emphasis was on giving as much practical assistance and information as possible.

2. Regular bi-monthly meetings of teachers and aides with administrative and supervisory staff and consultants were held as required to plan for and evaluate the on-going program.

3. Weekly schedules were required by the supervisor to outline the weekly plans for each session.

4. Rotating opportunities were afforded to the staff to attend regional, area, or national pre-school training conferences.

5. Visitations were made to other pre-kindergarten centers for observations as requested.

6. Individual or group consultation with the project coordinator or supervisor of the program was scheduled as requested or required.

B. Kindergarten

1. The twelve all-day kindergarten teachers and aides held monthly planning and evaluation sessions with administrative and supervisory staff and consultants as needed.

2. As a follow-up of the 1968-69 inservice activities, a curriculum bulletin was edited and printed during the summer of 1969. Preliminary field tests were made during the 1969-70 school year.

3. All kindergarten teachers met four times during the year to evaluate those educational experiences observed in the all-day kindergarten classes which might be incorporated in the regular program in order that continuity may be approached at the kindergarten level. This aspect of the inservice program was funded under the Board of Education. Pre-school teachers were able to participate.

4. A steering committee comprised of administrative and supervisory staff, teachers, and aides planned and directed other inservice activities needed to strengthen the ongoing program.

The children in the pre-kindergarten classes were four years of age and those in the kindergarten classes were five on or before September 30, 1969, thus meeting the age requirement for admission to kindergarten and/or first grade in the Cincinnati Public Schools in September, 1970, as required by the State of Ohio. Pupils' applications for admission to the program were carefully screened with consideration being given to:

1. The needs of children as ascertained from sibling records;

2. Limited or low family income;

3. Child's physical condition - no physically handicapped child requiring special attention could be admitted;

4. Known low achievement level within the family.

Personnel

Listed below are the job titles, number of persons employed under that title, and the number of days of service.

-- Project Coordinator (.5) 195 days

-- Coordinating Teacher (.5) 195 days

-- Instructor (22.5) 195 days

-- Instructor-Assistant (16.5) 195 days

-- Language Teacher (2) 195 days

-- Parent Leader (3) 195 days

-- Visiting Teacher and/or Social Worker (2) 195 days

-- Psychologist (variable) approximately 300 hours

-- Secretary (1) 195 days

-- Social Worker Aide (1) 195 days

-- Teacher, All-Day Kindergarten (12 @ .5 time) 195 days

-- Kindergarten Aide (16) 195 days

-- Primary Supervisor (1) 215 days

The deployment of personnel, student enrollment, and locations of the classes are outlined in Tables 1 and 2. The enrollment figures represent June, 1970 data.

Table 1. Pre-Kindergarten

SCHOOL	Number Classes	Number Children	Number Instructors	Number Assistants
Garfield	2	30	1	1
Hays	4	64	2	2
Heberle	4	64	2	2
Morgan	1	11	1	1
Mt. Adams	1	14	1	1
Millvale	4	62	2	2
Peaslee	2	32	1	1
Rothenberg	2	29	1	1
Sixth District	1	14	.5	.5
Taft Elementary	4	57	2	2
Vine	2	28	1	1
Washburn	2	37	1	1
Webster	2	25	1	1
Windsor	2	25	1	1
TOTAL	33	492	17.5	17.5

NOTE: The following personnel were assigned to all schools for centralized supportive services: 2 social workers, 1 social worker aide, 2 parent leaders, and 1 secretary.

Table 2. All-Day Kindergarten.

SCHOOL	Number Classes	Number Children	Number Teachers	Number Aides
Garfield	1	24	1	2
Hays	2	59	2	2
Heberle	1	25	1	1
Millvale	1	30	1	2
Peaslee	1	25	1	1
Rothenberg	1	21	1	1
Taft Elementary	2	50	2	2
Vine	1	28	1	1
Washburn	1	28	1	1
Windsor	1	25	1	1
TOTAL	12	315	12	14

Budget

The total budget allotment for the project was slightly more than $540,000. Of this amount, $375,000 was spent on salaries; nearly $78,000 for the nutritional program (lunch and snacks); and slightly more than $85,000 for fixed charges (retirement, hospital insurance, etc.) and classroom rental. The total per pupil cost ($540,261 ÷ 887) was **$670.71.**

Project Evaluation

Three test instruments were used to evaluate the progress of the children in the pre-school program. Two of these instruments are locally designed and as yet non-standardized; they are the Pre-Kindergarten Goal Card and the Kindergarten Goal Card. The third instrument is the widely used Metropolitan Reading Readiness Test (Short Form subtests 1, 3, 4, 5 - subtests 2 and 6 were omitted) which was administered to all kindergarten children during the early part of May. Since the results of the Metropolitan Reading Readiness tests are more easily interpreted and will serve as a frame of reference for the Pre-Kindergarten Goal Card and the Kindergarten Goal Card, let us examine these results first.

There are four distinct treatment groups of kindergarten children to be considered. They are students who have been enrolled in:

1. Pre-school plus all-day kindergarten (AKD + PS)
2. Pre-school plus half-day kindergarten (½DK + PS)
3. Half-day kindergarten with supportive service, i.e., a teacher aide to help relieve the teacher of many administrative and routine chores (½DK + SS)
4. Half-day kindergarten only (½DK)

Of course, no single school is represented in every category, but all target schools are represented in at least one group. The mean, standard deviation and number are indicated for each school in the applicable categories.

Table 3. Mean, Standard Deviation and Number for Each School in the Four Treatment Groups.

SCHOOL		ADK + PS	½DK + PS	½DK + SS	½DK
	$\bar{x}$	31.8	20.8		
Garfield	SD	11.0	9.6		
	N	19	30		
	$\bar{x}$	43.2			21.3
Hays	SD	10.4			14.0
	N	50			36
	$\bar{x}$	37.2	37.8		32.6
Heberle	SD	11.6	6.7		13.4
	N	23	6		46
	$\bar{x}$	36.2	23.9	23.1	
Millvale	SD	7.7	14.8	11.5	
	N	29	19	62	
	$\bar{x}$		38.6		37.3
Mt. Adams	SD		11.1		11.4
	N		15		18
	$\bar{x}$		28.7		24.4
Morgan	SD		14.1		14.6
	N		7		8
	$\bar{x}$	27.8			16.2
Peaslee	SD	13.6			10.6
	N	22			39
	$\bar{x}$	46.7			25.7
Rothenberg	SD	8.3			12.1
	N	15			44
	$\bar{x}$		24.6	18.3	
Sands	SD		12.2	9.8	
	N		34	30	

(continued)

Table 3. (Continued)

SCHOOL		ADK + PS	½DK + PS	½DK + SS	½DK
Sixth District	$\bar{x}$		31.2	29.2	
	SD		14	12.6	
	N		5	9	
South Avondale	$\bar{x}$				34.8
	SD				12.1
	N				66
W.H. Taft Elementary	$\bar{x}$	36.4	33.8		23.1
	SD	12.2	12.9		12.1
	N	22	28		94
Vine	$\bar{x}$	44.7	28.1		24.3
	SD	7.4	10.5		11.2
	N	24	11		30
Washburn	$\bar{x}$	17.6		18.6	
	SD	11.7		10.6	
	N	28		80	
Washington Park	$\bar{x}$				30.7
	SD				11.9
	N				66
Webster	$\bar{x}$		26.8	24.9	
	SD		9.0	12.1	
	N		14	24	
Windsor	$\bar{x}$	41.5			26.0
	SD	9.2			10.3
	N	24			50

An overall one-way analysis of variance shows that the ADK + PS group is statistically significant at a level greater than $p<.001$.

Table 4. Analysis of Variance for All-Day Kindergarten Plus Pre-School.

SOURCE	df	MS	F
Between	3	207,717.3	518 ***
Within	1089	400.6	
TOTAL	1092		

***p<.001

More elegant statistics are really not necessary to "prove" the overwhelming test superiority of the ADK + PS group. In every instance except one (Washburn), the results indicate that the more exposure children had to organized school and enrichment activities, the better the children performed on the Metropolitan Reading Readiness Test. Further, in most cases, the variance of the enriched group is less than that of the other groups; this shows that not only are some children gaining, but that the vast majority are gaining and also becoming more like one another in their reading readiness.

A simple conversion table is given on the following page so that the stanine or quartile equivalent of any raw score may be located either for local or national norms.

Table 5. Metropolitan Reading Readiness Test Conversion Tables.

Raw Score Range	Stanine
LOCAL (Four Subtests)	
0 - 6	1
7 - 11	2
12 - 17	3
18 - 24	4
26 - 34	5
35 - 42	6
43 - 49	7
50 - 55	8
56 - 72	9

NATIONAL (Six Subtests)*

Raw Score	Quartile
24	1
39	2 (Median)
51	3

* Stanine equivalents for partial battery are not available.

Pre-Kindergarten Goal Card (PKGC). Nearly all of the ESEA, Title I pre-kindergarten students were administered the PKGC in the fall of 1969; an approximate 20% random sample were retested during the spring of 1970. The results predictably showed an increase on every one of the 146 items.

This, in itself, is not a surprising development. However, what is surprising and encouraging is that both the pre-test and post-test scores for school year 1969-70 are consistently higher than similar scores for school year 1968-69. This overall mean increase may be interpreted with at least three lines of reasoning.

1. The effects of overall concentrated federal, state and local programs in the Title I areas are beginning to become evident,

OR

2. The teachers, being more familiar with the test in 1969-70, were able to "draw-out" the children better,

OR

3. Improvements made in the current curriculum from 1968-69 have helped to increase the children's performance.

It will become a matter of increased interest in the 1970-71 evaluation to see if the "trend" continues.

Table 6, on the following page, shows a comparison of means by item for pre- and post-tests for school years 1968-69 and 1969-70.

Table 6. Mean Comparisons for Nine Subtests of the Pre-Kindergarten Goal Card.

SUBTEST TITLE	PRE - TESTS (% Correct) Oct. '68	Oct. '69	Gain	POST - TESTS (% Correct) May '68	May '69	Gain	Pre-Post Gain 1970
Relationship of People & Things	59.9	70.2	+10.3	81.0	85.5	+4.5	+15.3
Vocabulary	73.8	84.1	+10.3	91.1	92.7	+1.6	+ 8.6
Size & Weight	64.5	74.3	+ 9.8	79.3	79.3	0	+ 5.0
Color Concepts	40.3	56.5	+16.2	74.1	80.1	+6.0	+23.6
Visual Discrimination	65.8	82.8	+17.0	92.2	96.2	+4.0	+13.4
Arithmetic Skills	42.5	58.7	+16.2	69.7	73.5	+3.8	+14.8
Concepts of Location and Space	64.5	81.0	+16.5	98.5	94.3	+3.8	+13.3
Listening Skills	75.3	87.3	+12.0	89.7	92.7	+3.0	+ 5.4

Summary

There seems to be strong evidence that the more treatment given to very young children, the more positive the results will be.

The results of the Metropolitan Reading Readiness Test show that children in all-day kindergarten perform significantly higher than those in the traditional half-day program. So well did the ADK children perform, that the class averages generally tended to fall within stanines 5, 6 or 7 based upon city-wide test results.

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APPENDIX A

The Guidelines for Pre-School Projects, Cincinnati Public Schools, Division of Educational Opportunity Services, revised September, 1968, state: "The program is concerned with providing an environment which will stimulate and aid the intellectual, physical, emotional and social development of children ages four and five. It aids the development of necessary skills, attitudes and habits for experiencing success in a regular school program beginning in the kindergarten year."

It is further stated, "The curriculum will provide first-hand experiences, excursions and situations in which the child experiments, manipulates toys and uses a variety of equipment and materials. The core of the curriculum will be language development. Concern will be given in all daily activities to the development of perceptual skills, motor control, and creative activities. Classroom activities will be designed to help each child grow and develop in the way that is best for him."

The following material is concerned with stating goals for children enrolled in pre-school classrooms and some steps that are being taken as we work toward these goals. Broad goals are:

1. To make an effective transition from home to school
2. To develop self identity and view themselves as having competence and worth
3. To live effectively with other children
4. To strengthen physical skills
5. To practice good health habits
6. To develop language skills
7. To sharpen visual perceptual skills
8. To develop and extend concepts of the world around them.

Many tasks for the children are inherent in these goals. Some learnings related to these goals are listed.

Each child is expected to work toward these goals at his own rate. These goals are felt to be appropriate for children as they continue to grow, develop and progress throughout life. Basic foundations of the pre-school must be maintained and built upon at each succeeding level.

GOALS FOR CHILDREN	PROCESS
1. TO MAKE AN EFFECTIVE TRANSITION FROM HOME TO SCHOOL BY:	
Learning to be at ease about being away from home	Showing genuine concern and respect for children Having two adults in each classroom Keeping class size small Phasing children into the program five at a time Providing a variety of materials, toys, equipment Having a parent stay with a child if needed
Learning the areas of the classroom, materials, equipment, supplies and how to find and use them	Setting up clearly defined areas Storing materials in an orderly manner, easily accessible Naming materials, demonstrating some uses when necessary Maintaining neatness and order
Learning to trust and accept help and direction from adults	Having time for each child Giving explicit directions Stating rules firmly and simply from the beginning Making only necessary rules Enforcing rules consistently Explaining reasons for rules Stopping a child who is about to harm himself, another child, or destroy property
Learning to recognize and locate places within the building; his room, lavatory, principal's office, lunchroom, auditorium	Using a picture on the door to identify classroom Visiting different places in the building Allowing a child to go to the lavatory alone when he is able Allowing a child to deliver messages
Learning to respond to safety signals, crossing guards, patrol boys, traffic lights, fire drills	Visiting crossing guards and safety patrol boys Observing traffic lights Dramatizing safety habits Practicing for fire drills
Learning that many people do work to help them in school: principal, teachers, librarians, assistants, parents, other volunteers, custodians, secretaries, lunchroom workers, other children, milkman	Visiting school workers in the building Inviting workers to visit classroom Discussing workers and their job Reading books about school helpers Providing time, space and some props for dramatic play

GOALS FOR CHILDREN	PROCESS
2. TO DEVELOP SELF IDENTIFY AND A VIEW OF THEMSELVES AS HAVING COMPETENCE AND WORTH BY:	
Knowing that they are accepted and belong in the classroom	Communicating acceptance: Using eyes to convey respect, voices that combine warmth, sureness and affection; facial expressions that are relaxed and pleasant Using each child's name: When talking to him, on name tags, easel paintings, collage work, etc. Providing a cubby, or at least a hook, for each child--something that will always be his, with his name on it Telling children stories about themselves Singing songs which name the children Using photographs of children Being involved with children, encouraging individual interest and choices Contacting the child who is absent Recognizing the child when he returns
Learning about their bodies and what they can do with them	Conducting activities (games and stunts, fingerplays, etc.) that require naming and use of body parts: "Touch," "Look at Me, What Do I See?," "Wink," "Your Nose, Your Chin" Stressing the five senses as learning tools, using: Touch boxes, tasting parties, smelling games, listening walks
Learning to manage clothing	Encouraging parents to provide clothing that children can manage Expecting children to manage clothing Praising accomplishments Helping children understand sequence to be followed, e.g., coat before mittens
Experiencing success	Providing a variety of activities at different levels of difficulty Praising children when praise is earned Avoiding art models for children to copy Planning many creative activities where there is no right or wrong way Helping when it is needed

GOALS FOR CHILDREN	PROCESS
Assuming responsibility	Reminding children about taking care of their belongings Striving to have each child develop the ability to take care of himself Having children take turns in preparing for lunch Expecting children to clear their own work area and put materials away in their proper place Having children care for plants and pets in the class
Developing the ability to organize, to plan and to follow through on simple tasks	Planning with children Encouraging children to tell how they plan to do or make something Observing to determine whether child is able to follow through Helping the child to see why plans fail and make another plan
Increasing in ability to make wise choices and decisions in a consistent manner	Providing opportunities for children to make choices: Activities for work-plan pen; food to eat; whether to rest at table or on mat Giving a choice only when children are free to decide: Avoid "Would you like to go outside?" when all children are going outside
Learning to work and plan independently	Providing a variety of appropriate materials Setting and maintaining limits Giving children a choice Encouraging children Avoiding over-directing Allowing children to solve their own problems
3. TO LIVE EFFECTIVELY WITH OTHER CHILDREN BY:	
Becoming a social person: developing ability to interact with children his own age	Providing opportunity for children to come to school Organizing furniture in the room in social arrangements Setting up area for dramatic play--house corner, block area Providing time for play

GOALS FOR CHILDREN	PROCESS
Learning the necessity of sharing and cooperating with others	Using equipment and materials that call for more than one child: rocking board, two toy telephones, table games Limiting the number of children who participate in activities
Valuing one's rights and the rights of others	Being consistent in rules established for use of materials Recording activities chosen Avoiding promises that cannot be kept
Knowing what is acceptable socially and having the desire to consistently apply this knowledge in fuctional situations	Clearly defining behavior expected Setting the proper example--being a model Praising accomplishments Understanding when a child falls short and letting him know we believe in him, knowing he can and expecting him to Setting goals with child
Learning to distinguish between personal property and that which belongs to the group	Introducing all materials, equipment and supplies, carefully explaining that they are for all children Seeing that all things are returned to the proper places Remembering that things in the room are not the personal property of the staff Recognizing and discussing things brought from home, having a special place to put them and reminding children to take them home
Learning to channel inner destructive impulses--to turn aggression into hard work--to talk instead of hit	Knowing children and stopping a child before he loses control Providing activities that serve as emotional outlets: pounding clay, hammering nails, tossing bean bags, water play Giving examples of language that might be used Isolating a child until he is able to calm down

GOALS FOR CHILDREN	PROCESS
4. TO STRENGTHEN PHYSICAL SKILLS BY:	
Using large muscles	Providing equipment: Hollow blocks, walking board climber, rocking board, tricycles, wagons, big trucks, large balls, ropes, hula hoops, etc., and a time for it to be used Planning activities that require fundamental movements or rhythms: walking, skipping, running, galloping Introducing and practicing floor stunts: jumping jacks, the balloon, the elevator, angels in the snow, airplanes, ball, tightrope walker, etc. Playing games with low organizational skills: mother-mother, pom-pom, pull away, duck, duck, goose. Using music for creative rhythms
Using small muscles	Providing for use of manipulative materials: unit blocks, cars, animals, puzzles, pegs, beads, take-a-part toys, lacing boots, form boards, etc. Providing a variety of art activities: painting (finger, easel, gadget, string), crayons, playdough, clay, paste paper, beautiful junk
5. TO PRACTICE GOOD HEALTH HABITS BY:	
Learning good toilet habits	Establishing routines: using toilet, toilet paper, flushing toilet, washing and drying hands. Encouraging children to tell when they need to use the toilet Allowing children to use toilet when they need to, rather than making this a group activity, when possible
Washing hands before eating	Providing time for washing hands before snack and lunch Setting an example Reminding children to wash hands before eating at home
Eating snack and lunch, often trying new foods	Sitting with children while they eat, naming foods Encouraging children to try new foods, avoiding "It's good for you." Accepting the fact that all children do not like all kinds of food Serving small portions

GOALS FOR CHILDREN	PROCESS
Practicing acceptable table manners	Setting a good example Establishing routines: keeping food on plate, using flatware as needed, using fingers when appropriate (celery, carrot sticks), using napkin, sitting on chair while eating Encouraging conversation Keeping a calm atmosphere
Learning to care for teeth	Providing toothbrushes and time for children to brush after lunch Using large model to demonstrate proper way to brush Obtaining parent permission (Dental Forms) for child to go to dental clinic Taking children to dental clinic for examinations and treatment
Learning to rest after periods of vigorous activity	Providing a balance between active and quiet periods during the day Allowing children to rest when they feel it is needed Asking children to rest when they show signs of fatigue and do not recognize the need to rest
6. TO DEVELOP LANGUAGE SKILLS BY:	
Listening to learn new words	Naming objects and events in the classroom Naming objects, people, actions, feelings, times, places Playing games in which words tell children what to do: walk, run, hop, work; perform actions quickly, slowly, quietly, noisily; pretend they are big, little, brave, happy, unhappy Using new words in daily activities
Listening to follow directions	Giving a signal to indicate that directions are about to be given and that attention is necessary Stating directions clearly Providing opportunity for children to clarify instructions Playing games: "Ring the Bell," "Do As I Ask," "Take a Trip"

GOALS FOR CHILDREN	PROCESS
Listening to stories	Making a story time a part of the daily schedule Selecting stories appropriate for children Using a variety of presentations: telling story, reading story from books, using puppets, flannel board figures, filmstrips Knowing stories--being prepared Having children select stories Having children tell stories
Listening to other children	Providing time for: sharing experiences, playing together, dramatizing experiences, singing songs, telling stories Having children tell how to do or make something Evaluating activities
Listening to learn songs	Singing daily Using recordings
Listening to interpret music	Using recordings, having children respond rhythmically Using music that tells children how to respond Pointing out that music which is loud/soft; high/low; fast/slow
Listening to distinguish sounds in the enviornment	Listening for sounds in the classroom Distinguishing sounds made by rhythm instruments Taking a listening walk Listening for sounds on a trip Using recordings from album "Sounds Around Us" Listening for animal sounds in stories, poems, recordings Playing games to identify voices: "Who Comes Knocking at My Door," "Who Am I," "Little Tommy Tittlemouse"
Listening to identify rhyming words	Saying nursery rhymes emphasizing rhyming words Providing objects with names that sound alike: block/clock car/ jar; rat/cat Playing games emphasizing rhyming words: "Riddle Rhymes," "Does your name rhyme?" Having children pick out rhyming words in songs Providing rhyme match cards, games and picture games

GOALS FOR CHILDREN	PROCESS
Speaking clearly	Providing many experiences which involve children in speaking: conversing, sharing, planning, evaluating, dramatic play, dramatizations, retelling stories, saying riddles, jingles, poems Setting a good example Finding time to listen to children individually
Speaking in sentences	Providing opportunities for children to talk Planning experiences which encourage talking Listening to children Talking with children Questioning children Encouraging children to give explanations
Telling events in sequence	Establishing sequence in daily program: the schedule, getting dressed, snack and lunch time, lavatory, evaluation and having children tell how to proceed Providing opportunities for saying Rhymes, poems, finger plays; retelling stories and events Using the calendar Providing SeQuees and other sequence games
Using words to express feelings	Encouraging children to tell how they feel Discussing how things make people feel and how they express their feelings Presenting stories that express and describe feelings Playing games: "How Do I Feel," "What Is?"
Using words to express needs	Encouraging children to tell what they need Having children tell what they plan to do and what they will need to carry out their plans Refraining from responding to gestures once children can tell what they want or need
Conversing with other children	Providing time for children to talk with each other: free choice periods, snack and lunch time Setting up areas in the room that will stimulate conversation: dramatic play, blocks, science table Expecting children to talk as they participate in table activities

GOALS FOR CHILDREN	PROCESS
Conversing with adults	Being free to talk with children Having volunteers in the room Providing times for children to visit with adults in the building
Speaking in group situations	Providing time for sharing, planning, and evaluating with the group Having children give directions for some activities Having children lead games, songs, finger plays
Exploring the world of books	Setting up a library area in the classroom: selecting appropriate books, spacing them well and changing them from time to time
Learning to take good care of books by turning pages carefully, keeping pages free of crayon and pencil marks and having clean hands when using books	Being a good example by showing respect for books Obtaining a variety of books: picture books, realistic stories, fanciful tales, stories about animals, nonsense stories, poetry, ABC and number books, picture directories and informational books
7. TO SHARPEN VISUAL PERCEPTUAL SKILLS BY:	
Perceiving color	Calling attention to color in childrens clothing, objects in the classroom and nature Providing materials: color cones, beads, pegs, cubical blocks, color strips, books, paper, paint, crayons, matching games Setting up color corner and collecting objects of a particular color Displaying colors on a color bulletin board Playing color games: "I'm Selling Lollipops," "Fishing," "I Spy"
Perceiving shape	Having children identify familiar shapes: toys, animals, etc. Providing flannel cut-outs of familiar shapes for sorting Pointing out geometric shapes found in objects Having children identify and match geometric shapes Providing a variety of letter and number sets: sandpaper, felt, tagboard, wood plastic for manipulation, examination and experiementation

GOALS FOR CHILDREN	PROCESS
Perceiving spatial relationships	Using vocabulary: near/far; above/below; in front of/behind; inside/outside; left/right Playing games to develop concepts
Perceiving numbers	Utilizing numbers evident in the classroom Limiting number of children working in an area Counting: for attendance, cups, napkins Using number finger plays Providing materials: cubical counting blocks, matching games dominoes, numerals, number pegs, lotto, games
8. TO DEVELOP AND EXTEND CONCEPTS OF THE WORLD AROUND THEM BY:	
Learning about the immediate neighborhood	Taking walks in the neighborhood Visiting shops, stores, places of interest Talking with workers Using information gained in dramatic play activities
Becoming more aware of nature	Setting up science table, collecting objects from nature Observing seasonal changes Recording weather Experimenting with water, sand, mud
Increasing awareness of the larger community	Taking bus trips to Cincinnati Zoo, Eden Park, Burnet Woods, Lunken Airport, Land of Make Believe

The success of the pre-school instructional program depends on the knowledge, skills and techniques of the classroom teachers, and the equipment, materials and supplies in the classroom.

Inservice training provides the opportunity for instructors and assistants to gain knowledge and become familiar with different ways of working with young children.

At the present time, preschool teachers are civil service personnel, unclassified. They are paid at an hourly rate and have no security in their positions.

SALARY POLICY FOR PRE-SCHOOL INSTRUCTORS

In view of the wide variances which presently exist in the formal training of pre-school instructors, it is recommended that consideration be given to the adoption of the following policies regarding such personnel:

1. Salary credit for previous teaching experience shall be limited to the second step (hourly rate) on the J unclassified civil service salary schedule.

2. Compensation for academic training shall be as commesurate as possible with the salary schedule for qualified and unqualified regular teachers (see schedules C and D).

   A. An associate degree in Child Development and Family Life, or 56 semester hours of credit in a closely related field from an accredited college or university--Instructor I.

   B. A four-year degree from an accredited college or university--Instructor II.

   C. A valid provisional, professional, or permanent teaching certificate--Instructor II, third step on the salary schedule (eligibility for Instructor III is established after the final step and upon formal written recommendation of the project coordinator).

D. M. Ed. Degree and regular certification--Instructor II fifth step on the salary schedule (eligibility for Instructor III is established after the final step and upon the formal written recommendation of the project coordinator).

There are no state standards for the certification of pre-school teachers. Certification is needed to assure stability in the pre-school staff.

The best programs for young children are staffed with qualified personnel trained in the field of early childhood education. Until we are able to offer security to those now working in the program and find ways to hire only the best in the future it seems that we may be defeating our own purpose, if our purpose is to provide quality in education for young children.

Consideration should be given to placing additional instructional materials in pre-school classrooms to strengthen the programs. The materials listed below have been approved for use in the pre-school, but none have been placed in the classrooms. These materials could be placed in various classrooms depending on child and teacher needs.

1.	Peabody Language Kit Level P	$145.00
	-- Kit designed to stimulate overall oral language and intellectual development. -- Teachers Guide -- Cards, posters, recordings, puppets and models are among materials included	
2.	Bowmar Early Childhood Series #362	$227.00
	-- Series emphasizes development of positive self-identity, language, social studies -- Includes 30 books, 30 recordings, 9 picture story sets	
	Early Childhood Teacher's Manual #371	1.00
	Social Studies Implications in the Bowmar Early Childhood Series #491	1.00
		$229.00

3. Developing Learning Readiness (McGraw-Hill) $168.00

   -- 7 sub-programs, including teacher's manual, templates, filmstrips, manipulative materials to provide visual, motor, tactile abilities through practice in: general coordination, balance, eye-hand coordination, eye movement, form recognition, visual memory.

4. Early Childhood Curriculum $292.45
   (by Lavatelli; American Science and Engineering)

   -- Sets of materials provide over 100 activities in classification, number measurement and space (conservation), and senation

5. Early Childhood Discovery Materials $ 81.00
   (Macmillan)

   -- At School)
   -- In the Park) --$27.00 per unit
   -- In the Supermarket)

6. Frostig Move/Grow/Learn (Follett) $ 9.96

   -- Teacher manual and set of cards describing activities to help develop body coordination and perceptual skills

7. Readiness for Learning Level I and II $ 1.78
   (J.B. Lippincott)

   -- Teacher edition
   -- Visual and auditory perceptual-motor training

8. The Children's World (Holt, Rinehart and Winston, Inc.) $297.00

   -- Designed to develop manipulative skills, oral skills and individual creativity*

*This has not been approved but recommended for trial.